

GCSE

Classical Civilisation

**Unit A353: Community Life in the Classical
World (Higher Tier)**

Specimen Paper

H

A353(H)

Time: 1 hour

Additional Materials: Answer Booklet (8 pages)



INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided in the Answer Booklet.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- There are **two** options in this paper:
Option 1: Sparta
Option 2: Pompeii
- Answer questions from **either** Option 1 **or** Option 2.
- Answer **one** question from Section A and **one** question from Section B of the option that you have studied.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 60.
- You will be awarded marks in Section B for the quality of written communication of your answer.

Option 1: Sparta

Answer **one** question from Section A and **one** question from Section B.

Section A

Answer **one** question from this section.

EITHER

- 1** Read the passage below and then answer **all** the questions that follow.

It was this man who freed them from softness and delicacy by demanding that the maidens, no less than the youths, wore only tunics in processions, and at certain festivals they should dance and sing when young men were present as spectators.

[PLUTARCH]

- (a) Give **two** details of 'this man' referred to in the first line of this passage? [2]
- (b) Do you think that Spartan women would have enjoyed their life in Sparta? Explain your opinions. [6]
- (c) Explain why women were important to the overall success of Sparta. [7]
- (d) To what extent are the sources on life in Sparta reliable? Explain your opinions. [15]

[Total: 30]

OR

- 2 The passage below refers to the Helots in Sparta.

Read the passage and then answer **all** the questions that follow.

The Spartans made a proclamation to them to choose any who claimed that they had proved themselves excellent fighters for Sparta during wartime. The Spartans then said that they would set them free. They did this as a test, for they believed that those who thought themselves worthy of being set free would be the ones most likely to attack the Spartans.

[THUCYDIDES]

- (a) Give **two** details of how the Spartans originally took control of the Helots. [2]
- (b) Do you think that the Helots would have thought that they were important to Sparta? Explain your opinions. [6]
- (c) Can the Spartans' treatment of this class of society be justified? Explain your opinions. [7]
- (d) To what extent did the organisation of Spartan society work only to the advantage of the Spartan citizens (the Spartiatai)? Explain your opinions. [15]

[Total: 30]

[Turn over]

Section B

Answer **one** question from this section.

You are reminded that marks are awarded for the quality of written communication of your answer.

Either

- 3** 'The reality was that the Ephors controlled everything; therefore the other sections of Spartan government were irrelevant.'

Is this an accurate judgement about the government of Sparta?

Explain your opinions

[30]

Or

- 4** 'Leonidas and the three hundred Spartans at Thermopylai proved that the Spartan army was an elite fighting force.'

Explain why the Spartan army was so successful as a fighting force.

[30]

Option 2: Pompeii

Answer **one** question from Section 1 **and one** question from Section 2.

Section A.

Answer **one** question from this section.

- 1** Study the passage below and then answer all the questions that follow.

I looked round: a dense black cloud was coming up behind us, spreading over the earth like a flood. 'Let us leave the road while we can still see,' I said, 'or we shall be knocked down and trampled underfoot in the dark by the crowd behind.' We had scarcely sat down to rest when darkness fell, not the dark of a moonless or cloudy night, but as if the lamp had been put out in a closed room.

[PLINY]

- (a) Give **two** details of what might have formed the 'dense black cloud' (line 1). [2]
- (b) Does Pliny's account of the eruption of Vesuvius make it sound terrifying for the people of Pompeii? [6]
- (c) Pompeii was a prosperous town. How did the site of Pompeii help it to grow into a prosperous town? [7]
- (d) Explain how Guiseppe Fiorelli made an important contribution to our understanding of life in ancient Pompeii. [15]

[Total: 30]

[Turn over

OR

2 Study the picture below and then answer **all** the questions that follow.



© Wolfgang Schoenfeld

- (a) Give **two** ways in which this theatre is typical of a Roman theatre. [2]
- (b) How comfortable was a Roman audience when watching a play? Explain your opinions. [6]
- (c) Explain why Roman comedies were entertaining for a lower class Roman audience. [7]
- (d) To what extent did the variety of leisure facilities in ancient Pompeii make an exciting town to live in? [15]

[Total: 30]

Section B

Answer **one** question from this section.

You are reminded that marks are rewarded for the quality of written communication of your answer

Either

- 3** Why was the Forum of Pompeii a vital area for the town?

[30]

OR

- 4** What can we learn of the life of the wealthy inhabitants of Pompeii from their houses? You should refer to at least two houses in your answer.

[30]

Paper Total [60]

[Turn over

Copyright Acknowledgements:

Sources

Lines translated from Plutarch, *Life of Lycourgos*

Thucydides, *The History of the Peloponnesian War*, translated by Rex Warner with an introduction by M. I. Finley, Penguin 1972, book 4, 80

The Letters of the Younger Pliny, translated with an introduction by Betty Radice, Penguin 1969, book VI 20

The ruins of Pompeii, Italy. © Wolfgang Schoenfeld. www.istockphoto.com

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

Unit A353: Community Life in the Classical World
(Higher Tier)

Specimen Mark Scheme

The maximum mark for this paper is 60.

SPECIMEN

| Option 1: Sparta | | |
|------------------|--|----------|
| Section A | | |
| Question Number | Answer | Max Mark |
| 1 | <p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p> <p>Read the passage below and then answer all the questions that follow.</p> | [2] |
| | <p>(a) Give <u>two</u> details of ‘this man’ referred to in the first line of this passage?</p> <p>Answers should include two accurate details:</p> <ul style="list-style-type: none"> • Lycourgos • law-giver • King • established the education system. | |
| | <p>(b) Do you think that Spartan women would have enjoyed their life in Sparta? Explain your opinions.</p> <p>Answers should include details about the role and activities of Spartan women:</p> <ul style="list-style-type: none"> • intensive physical training - wrestling, running, throwing javelin • trained to be the wives and mothers of soldiers • forbidden to wear bodily adornment (cosmetics, jewellery etc) • no weaving and spinning wool • walk naked. <p>Answers should give a reasonable explanation of whether or not these roles and activities would have been enjoyable:</p> <ul style="list-style-type: none"> • focus on the fact that Spartan women’s lives were intended to make them healthy mothers producing strong children and soldiers • focus on the relative freedom Spartan women had (no weaving and spinning, able to go outside of house and train etc). | [6] |
| | <p>(c) Explain why women were important to the overall success of Sparta.</p> <p>Answers should include details of women’s roles:</p> <ul style="list-style-type: none"> • they replaced men when there was war • sometimes shared in war effort • produced children • trained children to be independent in order to be trained for the state • maintained ethos when sons were older (come back on shield story) • added to this they were land owners • in a sense responsible for overseeing the slave labour • and maintaining the home as the men were in barracks. • they also danced and sang ridiculing songs to those men who had failed in their duty to Sparta. | |
| | | AO1:2 |

| Option 1: Sparta | | |
|------------------|--|--------------------------|
| Section A | | |
| Question Number | Answer | Max Mark |
| 1(c) Cont'd | <p>Answers should demonstrate understanding of the importance of these roles:</p> <ul style="list-style-type: none"> • they promoted the values of the education system • thus seeking men to aspire to their best • and promoted the idea of public shame for those who failed • they also maintained the state while the men were away <p>Answers should link the details and explanation they have given to the wider issue of success for the Spartan state:</p> <ul style="list-style-type: none"> • the production of sons was vital for the state • women encouraged loyalty to the state • they promoted the values of the state • these things were vital for the continuation of the Spartan state | AO2:3 |
| | <p>1(d) To what extent are the sources on life in Sparta reliable? Explain your opinions.</p> <p>Answers should include factual details of sources:</p> <p>women often portrayed, particularly in Aristophanes and others as:</p> <ul style="list-style-type: none"> • promiscuous, • immoral, • butch, • but beautiful and good nurses. <p>Thucydides</p> <ul style="list-style-type: none"> • admired Sparta's austerity, or its '<i>eunomia</i>' or 'good order'. <p>Xenophon</p> <ul style="list-style-type: none"> • admired Sparta for its military prowess • praised the modesty and obedience of Spartan youth • acknowledged the rationale for Spartan education: good soldiers • enjoyed the fact that youth had respect for their elders and rulers. <p>Aristotle was critical of Sparta:</p> <ul style="list-style-type: none"> • they should not have kept helots while they had hostile neighbours • women had too much freedom: they dominated their men • women's land ownership reduced the number of full (male) citizens • the Spartans' concern with war left them with nothing after battle • but as a political man Aristotle was most critical of the system of government referring to it as outdated and ill conceived – rarely acknowledging its success, hardly surprising as an Athenian • on the other hand Aristotle praises Sparta as a good example of centralized public education • nevertheless, the Spartan system was ill-focused: • the Spartan constitution and system of education were established "with a view to conquest and war." -aims lacking nobility: Sparta lost its empire as it lost the noble life. | AO3:2 [15] |

| Option 1: Sparta | | |
|------------------|---|--|
| Section A | | |
| Question Number | Answer | Max Mark |
| 1(d) Cont'd | <ul style="list-style-type: none"> Aristotle supposedly believes in an education designed for free and noble ends so he sees Sparta as losing her empire as she lost her nobility. <p>Plutarch</p> <ul style="list-style-type: none"> much later was a biographer and more interested in character traits rather than historical accuracy choosing examples of good and bad characters to the cost of social/economic considerations. given this, his sources would be somewhat unreliable. <p>Answers should demonstrate understanding of the different values of sources:</p> <ul style="list-style-type: none"> the Spartans themselves were reluctant to disclose information to outsiders hence an air of mystery developed about Spartan society this lack of accurate information did not stop writers giving their accounts of Spartan life some writers were not discouraged by the lack of first-hand evidence about the Spartans; they simply wrote 'creatively' about the Spartans not only was myth (or inaccuracy) established but it was perpetuated as successive writers built on the inaccuracies of previous writers. <p>Answers should include evaluation of fairness and historical accuracy:</p> <ul style="list-style-type: none"> varied discussion with some understanding of Spartan attitudes to non-Spartans, Sparta's isolationism and the attitudes of other Greeks towards Sparta; thus the nature and limitations of the evidence. use of any of the above relating it to knowledge thus assessing the fairness of criticisms. | <p>AO1:5</p> <p>AO2:5</p> <p>AO3:5</p> |
| 2 (a) | <p>The passage below refers to the Helots in Sparta.</p> <p>Read the passage and then answer all the questions that follow.</p> <p>Give <u>two</u> details of how the Spartans originally took control of the Helots.</p> <p>Answers should include two accurate details:</p> <ul style="list-style-type: none"> enslaved by Spartans | [2] |

| Option 1: Sparta | | |
|------------------|--|--------------------------------------|
| Section A | | |
| Question Number | Answer | Max Mark |
| 2(a) Cont'd | <ul style="list-style-type: none"> • in their own homeland • Spartans invaded Messenia (Eurotas valley) • barbaric treatment by Spartans | AO1:2 |
| (b) | <p>Do you think that the Helots would have thought that they were important to Sparta? Explain your opinions.</p> <p>Answers should include details of the Helots' role in Spartan society:</p> <ul style="list-style-type: none"> • they produced the food • tended the land • were allowed to live on their own • owned by State as a whole not individuals • duties as farmers, military batman or servant • they outnumbered the Spartans, • the Spartans treated them badly <p>Answers should assess whether or not the Helots would have thought they were important to Sparta. This can be argued either way but must be supported with sensible reasons for the opinion based on the details given above:</p> <ul style="list-style-type: none"> • they might say they would have said they were not because of the way they were treated • or that they would have said they were because without their production of food and fulfilling other roles, the Spartan citizens would not be free to train and fight. | <p>[6]</p> <p>AO1:4</p> <p>AO2:2</p> |
| (c) | <p>Can the Spartans' treatment of this class of society be justified? Explain your opinions.</p> <p>Answers should include details of how the helots were treated:</p> <ul style="list-style-type: none"> • used them as examples for young men • hunted them • executed leaders • not trained but sometimes had to fight, • deliberately made to get drunk and look foolish • some publicly beaten • Spartan krypteia (secret police) <p>Answers should demonstrate understanding of why the Spartans treated them like this:</p> <ul style="list-style-type: none"> • not trained but sometimes had to fight - allowing Spartan men to go about their business of preparing for war/training etc • deliberately made to get drunk and look foolish - so Spartan children would be warned off drink • some publicly beaten - to ensure submission of rest • Spartan krypteia (secret police) - to keep them in fear and subjection. | <p>[7]</p> <p>AO1:2</p> <p>AO2:3</p> |

| Option 1: Sparta | | |
|------------------|--|----------|
| Section A | | |
| Question Number | Answer | Max Mark |
| 2(c) Cont'd | <p>Answers should link knowledge and understanding of the treatment of the need for control and broader aspects of Spartan life:</p> <ul style="list-style-type: none"> regarded as enemies of the State and far out-numbered the Spartans. once the policy had been to enslave the Messenians/ Helots in own country there could be no other option perhaps Spartan system put the needs of the state above the individual, whether that individual was a Spartan citizen or a Helot. <p>The marking grid should be used to mark question 2(d). The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> | AO3:2 |
| 2(d) | <p>To what extent did the organisation of Spartan society work only to the advantage of the Spartan citizens (the Spartiatai)? Explain your opinions.</p> <p>Answers should include factual details about the different aspects of the Spartan social system:</p> <p>The Perioikoi:</p> <ul style="list-style-type: none"> each town governed itself but no independence about war or foreign policy. they made clothing, shoes, furniture and sold this to the Spartans a few were farmers <p>The Spartan citizens:</p> <ul style="list-style-type: none"> son of Spartan mother and father brought up with discipline member of dining or mess club (syssition). up-bringing away from women and family great uniform but harsh chance of dying freedom in sexual partners. <p>Answers should demonstrate understanding about the different roles within that society.</p> <p>Perioikoi:</p> <ul style="list-style-type: none"> their function was to provide craftsmen, tradesmen and manufacturers contracts reasonable and there is no evidence of suppression <p>Spartan citizens:</p> <ul style="list-style-type: none"> their function was to be soldiers everything for Sparta and their comrades helots and perioikoi meant that they did not have to work to support | AO1:5 |

| Option 1: Sparta | | |
|------------------|---|----------|
| Section A | | |
| Question Number | Answer | Max Mark |
| 2(d) Cont'd | <ul style="list-style-type: none"> • themselves and so had freedom to train • lifestyle meant they developed camaraderie • they were honoured and had reputations as warriors • chance of dying <p>Answers should evaluate the extent to which only the Spartans benefited.</p> <p>Answers should provide evaluation based on the focus and priorities of the Spartan social system:</p> <ul style="list-style-type: none"> • that the perioikoi did benefit as well because they were paid for the products they produced • their towns were self governing • they did not have fight • that the Spartans benefited because they did not have to work • but they did have to train • they also had to live away from their families and give their sons up to the state • and they had to fight and risked dying • so though there were benefits for them there were also disadvantages and there were benefits for the perioikoi as well. | AO2:5 |
| | | AO3:5 |

| Option 1: Sparta | | |
|------------------|---|--------------------------|
| Section B | | |
| Question Number | Answer | Max Mark |
| 3 | <p>The marking grid should be used to mark questions 3 and 4.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>'The reality was that the Ephors controlled everything; therefore the other sections of Spartan government were irrelevant.'</p> <p>Is this an accurate judgment about the government of Sparta?</p> <p>Explain your opinions.</p> <p>Answers should include factual details about Spartan government:</p> <p>Kings:</p> <ul style="list-style-type: none"> • two kings • hereditary families • acted as judges or priests in city • but main duties as commanders in war. <p>Ephors:</p> <ul style="list-style-type: none"> • there were five each year, one of whom may have given his name to the year • it appears no one was <i>ephor</i> more than once • the <i>ephors</i> could influence the king • summon the assembly and the <i>gerousia</i> • they had judicial and punitive powers • and could bring other officials to trial and sentence non-Spartiates to death • they supervised military life and received booty <p>Gerousia:</p> <ul style="list-style-type: none"> • the <i>Gerousia</i> was a body of old men from noble families who were appointed (supposedly, because of their virtue) by the Apella for life • this council was composed of the two kings plus 28 Spartiates past 60 • the <i>Gerousia</i> presented matters to the Apella, • gave advice, • and tried criminals. <p>Apella (Ecclesia):</p> <ul style="list-style-type: none"> • the Spartan Assembly or Ecclesia was restricted to Spartiate men over 30 • who met when summoned by the Ephors or Gerousia • speeches were made by kings, the elders, and <i>ephors</i> • they could only vote yes or no • if "crooked" their vote could be vetoed by the Gerousia. | <p>[30]</p> <p>AO1:8</p> |

| Option 1: Sparta | | |
|---------------------------|---|----------|
| Section B | | |
| Question Number | Answer | Max Mark |
| 3 Cont'd | <p>Answers should demonstrate understanding of the different responsibilities (as shown above) and the system of counterbalance:</p> <ul style="list-style-type: none"> • each part of the system provided a check on other parts • no one part was above the control of at least one other part • all the parts of the system had a different role and worked together as one whole. <p>This explanation is likely to be included with the description of the roles of the different parts.</p> <p>Answers should evaluate based on the quote, assessing the extent to which the Ephors did control everything and how far the other sections of government were relevant:</p> <ul style="list-style-type: none"> • discussion should be based around the interplay of the various sections • answers may argue that one group had more power than another, but should see how all the parts interrelated • evaluation should be based on the information and explanation given above. | AO2:8 |
| | | AO3:14 |

| Option 1: Sparta | | |
|------------------|---|----------|
| Section B | | |
| Question Number | Answer | Max Mark |
| 2 | <p>“Leonidas and the three hundred Spartans at Thermopylae proved that the Spartan army was an elite fighting force.”</p> <p>Explain why the Spartan army was so successful as a fighting force.</p> <p>Answers should give factual details about the Spartan army:</p> <p>A description of what happened at Thermopylae:</p> <ul style="list-style-type: none"> • Xerxes sent heralds asking the Spartans to give up their arms. The answer from Leonidas was <i>"come and take them"</i> • A Spartan, who was told about the great number of Persian soldiers, who with their arrows will conceal the sun, answered: <i>"so much the better, we will fight in the shade"</i> • Xerxes attacked but without any results and with heavy losses. • he then ordered his personal guard the <i>"Immortals"</i> under Hydarnes, a body of ten thousand consisting of the best Persian soldiers, to advance. They also failed • Leonidas fell upon the Persians in their next attack. Thousands of them were killed, the rest were driven near the sea • but when the Spartan spears broke, they started having losses and one of the first that fell was king Leonidas. • around his body one of the fiercest battles took place. Four times the Persians attacked to obtain it and four times they were driven off • at the end, the Spartans exhausted and wounded, carrying the body of Leonidas, retired behind the wall, but they were surrounded by the enemy who killed them with arrows • the Spartans had had the opportunity to retire from the place but refused. They fought together and died together <p>This must be linked to the question, and used as an illustration of hoplite tactics and weaponry etc.</p> <p>Answers may also discuss:</p> <ul style="list-style-type: none"> • the organisation of the army • general details about fighting tactics: <ul style="list-style-type: none"> • in phalanx formation, • with shield covering the right side of a comrade, • they advanced in formation • jabbing with spear • possibly then reverting to short sword • designed for close quarter fighting. • Spartans have been known to feign retreat and then turn in formation. <p>Answers may also give details of their dress:</p> <ul style="list-style-type: none"> • plumed helmet • red cloak (which hid blood) • emblem on shield and armour • bronze body armour, helmets, bronze shin guards • all carried shields. | [30] |

| Option 1: Sparta | | |
|-------------------------------|--|-----------------------|
| Section B | | |
| Question Number | Answer | Max Mark |
| 2 Cont'd | <p>Answers may also give details of weapons:</p> <ul style="list-style-type: none"> • their primary weapons were a short sword for close-quarter fighting, • and the weapon that became the trademark of the phalanx, an 8-15 foot long spear. | AO1:8 |
| | <p>Answers should demonstrate understanding of the different aspects of motivation of the Spartan soldier:</p> <ul style="list-style-type: none"> • use Thermopylae as an illustration of pride in their devotion to the state and desire for military glory • talk about the organisation of the army and the way the messes and living communally brought about a camaraderie and unity of purpose • see this as being reinforced by values such as physical strength, obedience, independence and self-reliance • use the concept of the phalanx as evidence of the Spartan concept that battles should be quick, bloody, and decisive. | AO2:8 |
| | <p>Answers should evaluate how these different factors contributed to Sparta's success as a fighting force:</p> <ul style="list-style-type: none"> • how the army was equipped and fought • the Spartan ethos and values • how these factors made the army so successful. | AO3:14 [30] |

| Option 2: Pompeii | | |
|-------------------|---|--------------------------------------|
| Section A | | |
| Question number | Answer | Max Mark |
| 1 | <p>The following is indicative content only and examiners are reminded that they should credit any accurate points that address the question.</p> <p>Study the passage below and then answer all the questions that follow.</p> | |
| | <p>(a) Give <u>two</u> details of what might have formed the ‘dense black cloud’ (line 1).</p> <p>Answers should give any two details from:</p> <ul style="list-style-type: none"> • ash • dust • smoke • lapilli. | <p>[2]</p> <p>AO1:2</p> |
| | <p>(b) Does Pliny’s account of the eruption of Vesuvius make it sound terrifying for the people of Pompeii?</p> <p>Answers should include details from Pliny’s account:</p> <ul style="list-style-type: none"> • Its shape, which Pliny likens to a pine tree • rose into the sky on a very long "trunk" • from which "branches" spread sideways • some of the cloud was white • there were dark patches of dirt and ash • ash was falling • then bits of pumice and rocks • that were blackened and burned • and shattered by the fire • debris from the mountain blocked the shore • sheets of flame were lighting up many parts of Vesuvius • strong tremors • and dust filled the air. <p>Answers should assess the details with respect to overall experience for the people of Pompeii.</p> | <p>[6]</p> <p>AO1:4</p> <p>AO2:2</p> |
| | <p>(c) Pompeii was a prosperous town. How did the site of Pompeii help it to grow into a prosperous town?</p> <p>Answers should include details about the site:</p> <ul style="list-style-type: none"> • in the bay of Naples • on the coast • on a flat ridge • near Vesuvius • Sarno | <p>[7]</p> <p>AO1:2</p> |

| Option 2: Pompeii | | |
|------------------------------|--|--|
| Section A | | |
| Question Number | Answer | Max Mark |
| 1(c) Cont'd | <p>Answers should demonstrate understanding of the features of the site:</p> <ul style="list-style-type: none"> • main North-South trade route/ Sarno • water supply and sea provided export on water as opposed to land • site was defensible • irrigation • good agricultural climate <p>Answers should show the relationship of these features to broader aspects prosperity of Pompeii:</p> <ul style="list-style-type: none"> • good prospects for trade • good prospects for farming and fishing | <p>AO2:3</p> |
| | <p>The marking grid should be used to mark question 1(d).</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>(d) Explain how Giuseppe Fiorelli made an important contribution to our understanding of life in ancient Pompeii.</p> <p>Answers should include details of Fiorelli's techniques and innovations:</p> <ul style="list-style-type: none"> • regions • numbering insulae • doorways • artefacts in Naples museum • replicas in place • finds recorded • nothing removed for personal collections • less destruction due to new techniques, ie: moving debris from site altogether • the plaster casts. | <p>AO3:2</p> |
| | <p>Answers should demonstrate understanding of the importance of these, in terms of the site of Pompeii and archaeology.</p> | <p>[15]</p> |
| | <p>Answers should evaluate the importance of Giuseppe Fiorelli's contribution to our understanding of life in ancient Pompeii:</p> <ul style="list-style-type: none"> • answers should assess the value of such techniques particularly in the light of what went before • this should be supported with reference to the techniques and innovations described and explained. | <p>AO1:5</p> <p>AO2:5</p> <p>AO3:5</p> |

| Option 2: Pompeii | | |
|-------------------|---|--------------------------------------|
| Section A | | |
| Question Number | Answer | Max Mark |
| 2 | <p>Study the picture below and then answer <u>all</u> the questions that follow.</p> | |
| (a) | <p>Give <u>two</u> ways in which this theatre is typical of a Roman theatre.</p> <p>Answers should include two details from the following:</p> <ul style="list-style-type: none"> • tiered seating • semi circular orchestra • raised stage • side entrances/exits. | <p>[2]</p> <p>AO1:2</p> |
| (b) | <p>How comfortable was a Roman audience when watching a play? Explain your opinions.</p> <p>Answers should include four details of what it would have been like:</p> <ul style="list-style-type: none"> • sweaty people • hard seats • open to weather • some far off from action • some seats too high. <p>Answers may give any reasonable points based on the Roman theatre.</p> <p>Answers should assess the comfort level of the audience. This assessment should be based on the information they have given.</p> | <p>[6]</p> <p>AO1:4</p> <p>AO2:2</p> |
| (c) | <p>Explain why Roman comedies were entertaining for a lower class Roman audience.</p> <p>Answers should include details of comic elements in Roman comedy:</p> <p>Plot:</p> <ul style="list-style-type: none"> • love motif –young son in love with unattainable girl • underdog winning • happy ending • status of characters ridiculed • antics of slave • trickery and deception. <p>The slave:</p> <ul style="list-style-type: none"> • falling about • getting into trouble • being rude • stand up jokes with the audience. <p>Included audiences:</p> <ul style="list-style-type: none"> • direct address by characters • particularly the slaves • audience encouraged to interact with the performers <p>Stereotyping of typical figures</p> <ul style="list-style-type: none"> • use of masks allowed authoritative figures to be recognised and have fun poked at them. | <p>[7]</p> |

| Option 2: Pompeii | | |
|------------------------------|---|----------|
| Section A | | |
| Question Number | Answer | Max Mark |
| 2(c) Cont'd | Slapstick <ul style="list-style-type: none"> • bawdy humour • sexual gestures • phallus etc. Answers should demonstrate understanding of the comic elements and their appeal. | AO1:2 |
| | <ul style="list-style-type: none"> • This will depend on the elements of humour identified. Answers should include the relationship of concepts of comedy to lower class element | AO2:3 |
| | The marking grid should be used to mark question 2(d). The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid. | AO3:2 |
| 2(d) | To what extent did the variety of leisure facilities in ancient Pompeii make an exciting town to live in? <p>Answers should include factual details of available facilities and entertainments:</p> <ul style="list-style-type: none"> • baths • gladiator shows • inns • bars • libraries • brothels • swimming pool <p>Answers should demonstrate understanding of the different aspects of the facilities and entertainments:</p> <p>Purposes of the baths in Roman times:</p> <ul style="list-style-type: none"> • socialising • relaxation • cleanliness • fitness • health • business • networking. <p>Answers may illustrate their explanation with reference to the simple facts of Roman bathing habits, namely, stages of bathing:</p> <ul style="list-style-type: none"> • apodyterium • tepidarium • caldarium • frigidarium • oiling | AO1:5 |

| Option 2: Pompeii | | |
|-------------------|---|---------------------------|
| Section A | | |
| Question Number | Answer | Max Mark |
| 2(d) Cont'd | <ul style="list-style-type: none"> • strigiling • towelling • exercise and games. • separate male and female facilities (Stabian baths) <p>If these are included they should be linked back to bathing as a way to relax.</p> <p>Gladiator shows:</p> <ul style="list-style-type: none"> • town pride (riot of 59AD) • blood lust • the noble arts <p>Inns/<i>Thermopolia</i>:</p> <ul style="list-style-type: none"> • social/entertainment value <p>Entertainments must be explained in respect of the habits/ lifestyle of the Romans.</p> <p>Answers should evaluate the extent to which the variety of leisure facilities available made Pompeii an exciting town to live in.</p> <p>Answers can come to any reasonable conclusions, however evaluation must be supported by the evidence and explanation given.</p> | <p>AO2:5</p> <p>AO3:5</p> |

| Option 2: Pompeii | | |
|-------------------|---|---------------------------|
| Section B | | |
| Question Number | Answer | Max Mark |
| 3 | <p>The marking grid should be used to mark questions 3 and 4.</p> <p>The information suggested below is indicative only, and any accurate points should be credited in line with the marking grid.</p> <p>Why was the Forum of Pompeii a vital area for the town?</p> <p>Answers should include factual details of the forum and its buildings:</p> <p>Commercial buildings:</p> <ul style="list-style-type: none"> • Macellum • Eumachia • Weights and Measures • Granaries. • plus graffiti testifies that traders' stalls were set up in the open area. <p>Political Buildings:</p> <ul style="list-style-type: none"> • offices, • Aediles/Duovirs, • Basilica, • Comitium. • plus election posters and graffiti • statues of leading Pompeians <p>Religious buildings:</p> <ul style="list-style-type: none"> • Temple of Jupiter • Temple of Apollo • Emperor (Lares). <p>Answers should demonstrate understanding of the different aspects of the forum and its buildings:</p> <ul style="list-style-type: none"> • some of the activities that went on in the buildings and around the forum area • the forum was a centre of information - like newspapers because of notices on the bases of statues • trade – stalls were set up selling varied goods not necessarily found in shops • political chancers made speeches, thus giving Pompeians a taster of their views. • Weights and measures gave validity to standards of trade • social area for business discussions under the shaded colonnade. <p>Answers should evaluate the forum area in terms of its importance to the town:</p> | [30] |
| | | <p>AO1:8</p> <p>AO2:8</p> |

| Option 2: Pompeii | | |
|-------------------|--|---------------------------------|
| Section B | | |
| Question Number | Answer | Max Mark |
| 3 Cont'd | <ul style="list-style-type: none"> the social significance of the Forum it was a meeting place for so many Pompeians, foreign visitors and traders, rich and poor alike and the baths were close by thus of great significance. | AO3:14 |
| 4 | <p>What can we learn of the life of the wealthy inhabitants of Pompeii from their houses? You should refer to at least two houses in your answer.</p> <p>Answers should include factual details of at least two houses:</p> <p>Vettii:</p> <ul style="list-style-type: none"> no Tablinum double Atrium design women's quarters stables rooms off the garden irregular shape. decoration (details given should be specific to the house) ie: <ul style="list-style-type: none"> Priapus mythical couples window-like side panels deep red and black or bright yellow rooms. the formal garden arrangement herms/fountains etc. Cupid frieze showing them harvesting grapes, racing chariots, throwing stones, making perfume, bronze working, making jewellery. <p>Dancing Faun:</p> <ul style="list-style-type: none"> occupies entire block (insula) double atrium two entrances entrance at back double peristyle details of decoration: <ul style="list-style-type: none"> Alexander mosaic cat and partridge doves and jewel woman on panther located in summer rest rooms and dining rooms statues. | <p>[30]</p> <p>AO1:8</p> |

| Option 2: Pompeii | | |
|--------------------------------------|---|----------|
| Section B | | |
| Question Number | Answer | Max Mark |
| <p>4</p> <p>Cont'd</p> | <p>Loreius Tiburtinus:</p> <p>The original name of Loreius Tiburtinus was derived from electoral advertisements "Vote for Loreius" and others "Vote for Tiburtinus". The last known owner of the house was a man named Octavius Quartio, whose bronze seal was found inside the house during excavation.</p> <ul style="list-style-type: none"> • it is a garden house. • on the Via Dell'Abbondanza (one of the most prosperous streets in Pompeii). • standard atrium. • on the far side of the atrium is a peristyle • where the original tablinum was. • several oeci off of the main atrium • one specific oecus that borders the viridarium (indoor garden) • summer triclinium • extensive gardens. • decoration <ul style="list-style-type: none"> • a frieze of scenes from the Iliad • and the legend of Hercules • art in the oeci of the main atrium • outdoor ornamentation • beyond the summer triclinium there was a specific arrangement of two decorative fountains • these fountains were the centrepiece for many frescoes and statuettes. • upper area with decorative frescoes • these frescoes portray the myths of Narcissus on one side of the fountain and Pyramus and Thisbe on the other. <p>Answers should demonstrate understanding of the different aspects and interests that these reflect:</p> <p>Vettii:</p> <ul style="list-style-type: none"> • business • entertaining • relaxation • womanising. <p>Dancing Faun:</p> <ul style="list-style-type: none"> • entertaining - seasonal relaxation rooms • visitors, guests - alternative set of rooms • relaxation • hygiene-own set of baths and rest rooms • gardens. | |

| Option 2: Pompeii | | |
|--------------------------------------|---|----------------------------------|
| Section B | | |
| Question Number | Answer | Max Mark |
| <p>4</p> <p>Cont'd</p> | <p>Loreius Tiburtinus:</p> <ul style="list-style-type: none"> entertaining - oeci off of the main atrium used as receiving rooms dining - oecus that borders the viridarium (indoor garden) functioned as a triclinium and the summer triclinium where diners could recline during the warmer months. gardens <p>Answers should include evaluation of what we can learn of the life of the wealthy inhabitants of Pompeii from their houses:</p> <ul style="list-style-type: none"> implications about lifestyle from the evidence and understanding given above extent to which lifestyle can be assessed from the houses | <p>AO3:14</p> <p>[30]</p> |
| [Paper Total:60] | | |

| | AO1 Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world. | | AO2 Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world. | | AO3 Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world. | |
|------------------|---|-----|---|-----|--|-------|
| Thorough | 5 | 8 | 5 | 8 | 5 | 12-14 |
| | Demonstrates thorough knowledge based on a full range of relevant factual information and evidence. Gives a detailed overview. <i>Essays only - text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</i> | | Demonstrates thorough understanding of evidence with clear and detailed explanation. | | Thorough evaluation with detailed analysis of evidence. Answers construct an informed personal response to the question. | |
| Sound | 4 | 6-7 | 4 | 6-7 | 4 | 9-11 |
| | Demonstrates sound knowledge based on a range of relevant factual information and evidence. Gives a sound overview. <i>Essays only - text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</i> | | Demonstrates sound understanding of evidence with explanation. | | Sound evaluation with analysis of evidence. Answers offer a personal response to the question. | |
| Some | 3 | 4-5 | 3 | 4-5 | 3 | 6-8 |
| | Demonstrates some relevant knowledge based on a range of factual information and evidence. Gives a partial overview. <i>Essays only - text is legible. There are mistakes in spelling, grammar and punctuation however meaning is still communicated clearly for most of the answer.</i> | | Demonstrates some understanding of evidence with some explanation. | | Some evaluation with some analysis of evidence. Answers offer a personal response to some of the question. | |
| Limited | 2 | 2-3 | 2 | 2-3 | 2 | 3-5 |
| | Demonstrates limited relevant knowledge and information. <i>Essays only - text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</i> | | Demonstrates limited understanding of evidence. | | Limited evaluation and analysis of the evidence. Answers offer a personal response at a limited level. | |
| Minimal/ None | 0-1 | 0-1 | 0-1 | 0-1 | 0-1 | 0-2 |
| | Demonstrates minimal or no relevant knowledge. <i>Essays only - text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</i> | | Demonstrates minimal or no understanding of evidence. | | Minimal or no evaluation of the evidence. Answers offer a minimal personal response, or no response. | |

Assessment Objectives Grid (includes QWC)

| Question | AO1 | AO2 | AO3 | Total |
|-----------------|------------|------------|------------|--------------|
| 1(a) | 2 | 0 | 0 | 2 |
| 1(b) | 4 | 2 | 0 | 6 |
| 1(c) | 2 | 3 | 2 | 7 |
| 1(d) | 5 | 5 | 5 | 15 |
| 2(a) | 2 | 0 | 0 | 2 |
| 2(b) | 4 | 2 | 0 | 6 |
| 2(c) | 2 | 3 | 2 | 7 |
| 2(d) | 5 | 5 | 5 | 14 |
| 3 | 8 | 8 | 14 | 30 |
| 4 | 8 | 8 | 14 | 30 |
| Totals | 21 | 18 | 21 | 60 |